DOCUMENT RESUME

ED 318 999 CS 010 050

TITLE	Reading Grade 6, Item Specifications. Minimum Performance Test.
INSTITUTION	Arkansas State Dept. of Education, Little Rock.
PUB DATE	88
NOTE	43p.; For language arts grade 6, see CS 212 328.
PUB TYPE	Tests/Evaluation Instruments (160) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Competency Based Education; *Educational Objectives; *Grade 6; Intermediate Grades; Middle Schools; Minimum Competencies; *Minimum Competency Testing; *Reading Achievement; *Reading Skills; Standardized Tests; State Standards; Test Content
IDENTIFIERS	*Arkansas

ABSTRACT

Developed as part of the Minimum Performance Testing Program (MPT), these item specifications for sixth grade reading were designed to provide an overview of the general content and format of test items used to measure instructional objectives. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test question); response attributes (information about the correct answer and possible incorrect answers); and sample items. These item specifications may be used by teachers in a variety of ways: to determine if students have mastered specific objectives; to inform parents about what children will experience when they take the MPT; and to familiarize students with what to expect on that test. Item specifications may be used by school administrators to inform the public about the MPT. (SG)

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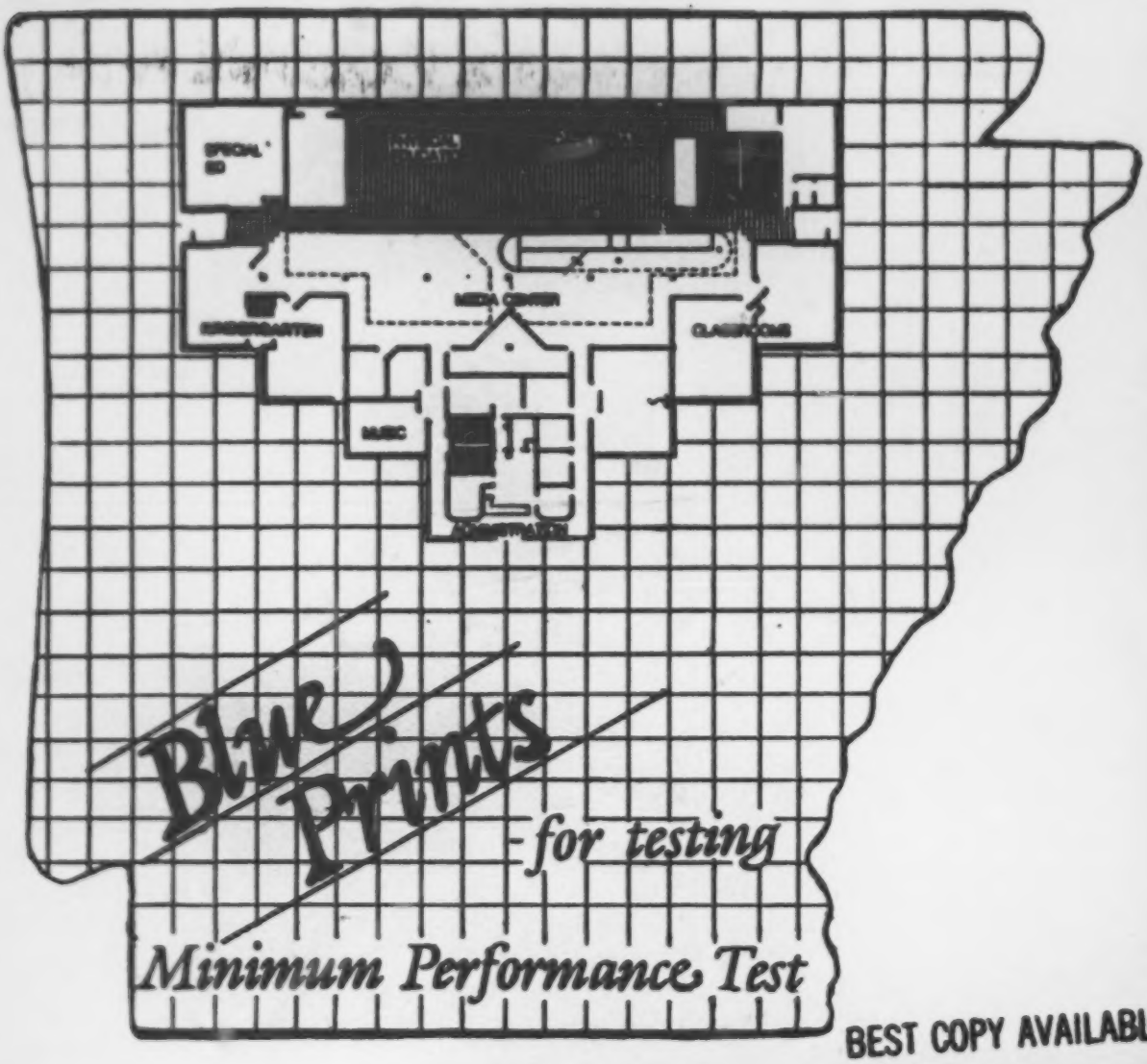

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Item Specifications

Reading
Grade 6

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INTRODUCTION

These Item Specifications were developed by the Department of Education as part of the Arkansas Minimum Performance Testing Program (MPT). There is one Item Specification for each instructional objective included in the MPT. While all objectives are not necessarily tested every year, every objective included here may appear in the MPT.

The purpose of an Item Specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each Item Specification contains the following information:

* *Objective Identification Number*
* *Grade Level*
* *Subject Area*
* *Goal Identification*
* *Skill Description*
* *Stimulus Attributes (Format, Content, Directions)*
* *Response Attributes (Format, Content, Directions)*
* *Sample Item(s)*

The first five elements listed above are consistently labeled and defined to correspond with the Teachers' Guide and MPT materials. The Stimulus Attributes section contains information about the item stem (the question of incomplete statement that makes up the test question). Similarly, the Response Attributes section contains information about the correct answer and about possible incorrect answers. The Sample Item section provides examples of a test item or items which are similar to the items which may appear on the MPT.

These Item Specifications may be used in a variety of ways. Teachers may use them to guide them in the development of information evaluation instruments to determine whether or not students have mastered specific objectives. Teachers may also use these Item Specifications to inform parents about what their children will experience when they take the MPT. Teachers may also use these Item Specifications to familiarize students with what to expect on the MPT.

School administrators may used these Item Specifications when they communicate to the public about the MPT. The sample items may be useful in illustrating what mastery of an objective means.

It is important to understand that use of these Item Specifications does not in any way invalidate the MPT. None of the test items on these Item Specifications have appeared or will ever appear on the MPT. Using these Item Specifications in the classroom or as part of the instructional process is NOT teaching the test!

OBJECTIVE: 1.1

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Extend the use of context clues to determine the meaning of a new word.

STIMULUS ATTRIBUTES:

A. Format one or two boxed sentences with an underlined word followed by an incomplete statement such as: In this sentence, ( ) means:

B. Content
1. vocabulary, sixth grade or below
2. underlined word from the IOX Basic Skills List above sixth grade
3. sentence with adequate context clues but without a definition of the stimulus word

C. Directions Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words or groups of words listed vertically

B. Options
correct response: a definition of the stimulus word
distractors: other words or groups of words from the IOX Basic Skills Word List, Grade 6 or below, which fit the stimulus sentence grammatically

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SAMPLE ITEM:

Read the sentence below; then answer question 1.

> **The Japanese Navy suffered an immense defeat during World War II.**

1. In this sentence, immense means:

A small.
B hasty.
C glorious.
***D** tremendous.

OBJECTIVE: 1.2

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Select the correct compound word to substitute for a phrase.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed sentence with an underlined compound word followed by a direct question such as: Which (word, phrase) means the SAME as the underlined word?

Type 2 a boxed sentence with half of an underlined compound word omitted followed by a direct question such as: Which word makes a compound word that fits the sentence?

B. Content

Types 1 and 2

a. component words from the IOX Basic Skills Word List, Grade 6 or below
b. context NOT a stated definition
c. vocabulary sixth grade or below

C. Directions

Types 1 and 2 Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four phrases giving concise definitions similar to those found in a dictionary, listed vertically

Type 2 four words listed vertically

B. Options

Type 1

correct response: a defintion of the compound word in the stimulus sentence
distractors: phrases that incorrectly or incompletely define the compound word

Type 2

correct response: the word that completes the compound word in the context of the stimulus sentence
distractors: words that complete the compound word but not in the context of the stimulus sentence

---

SAMPLE ITEM: *Type 1*

Read the sentence below; then answer question 1.

> **Mr. Brown ran his successful grocery in a businesslike manner.**

1. Which phrase means the SAME as the underlined word?

A being generous
B being noisily busy
C without sense or reason
***D** having system and method

SAMPLE ITEM: *Type 2*

Read the sentence below; then answer question 2.

> **Because John was late, he rushed head_____ into the room.**

2. Which word makes a compound word that fits the sentence?

A line
***B** long
C board
D strong

OBJECTIVE: 1.3

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Select the correct synonym for a given word or phrase.

STIMULUS ATTRIBUTES:

A. Format	a boxed sentence with an underlined word followed by a direct question such as: Which word means the same as ( )?
B. Content	vocabulary sixth grade or below
C. Directions	Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format	four words from the IOX Basic Skills Word List, Grade 6 or below, listed vertically
B. Options	correct response: the synonym of the underlined word in the stimulus sentence distractors: 1. words NOT synonymous with the underlined word but which fit grammatically 2. antonyms of the underlined word

---

SAMPLE ITEM:

Read the sentence below; then answer question 1.

> **John decided to auction his car.**

1. Which word means the SAME as auction?

- **•A** sell
- **B** wash
- **C** paint
- **D** repair

OBJECTIVE: 1.4

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Select the correct antonym for a given word or phrase.

STIMULUS ATTRIBUTES:		RESPONSE ATTRIBUTES:	
A. Format	a boxed sentence with an underlined word followed by a statement such as: Find the OPPOSITE of ( ).	A. Format	four words from the IOX Basic Skills Word List, Grade 6 or below, listed vertically
B. Content	vocabulary sixth grade or below	B. Options	correct response: the antonym of the underlined word in the stimulus sentence distractors: 1. words that fit the stimulus sentence grammatically but are not antonyms 2. synonyms of the underlined word
C. Directions	Read the sentence below; then answer question ( ).		

SAMPLE ITEM:

Read the sentence below; then answer question 1.

> **The graceful dancers thrilled the audience with their performances.**

1. **Find the OPPOSITE of graceful.**

   ***A** clumsy
   B pleasing
   C beautiful
   D attractive

OBJECTIVE: 1.5

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Select the correct homonym for a given word.

STIMULUS ATTRIBUTES:

A. Format	a direct question such as: In which sentence should the word ( ) be used?
B. Content	an underlined homonym from the IOX Basic Skills List, Grade 6 or below
C. Directions	N/A

RESPONSE ATTRIBUTES:

A. Format	four sentences, each with a blank for the underlined homonym, listed vertically
B. Content	vocabulary sixth grade or below
C. Options	correct response: the sentence which correctly uses the stimulus homonym distractors: sentences in which the corresponding homonym, NOT the stimulus homonym, is used correctly

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SAMPLE ITEM:

1. **In which sentence should the word meat be used?**

   A Jane eats _____ every day.
   B Our dog will not eat canned _____.
   C Mother cooked the _____ yesterday.
   ***D** I am going to _____ Jane at the park.

OBJECTIVE: 1.7

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Select the correct meaning for the word with a prefix or suffix in a sentence.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with an underlined word containing a prefix (suffix) followed by an incomplete statement such as: In the word ( ), the prefix (suffix) ( ) makes it mean:

B. Content
1. base word from the IOX Basic Word List, Grade 6 or below
2. prefix or suffix from the Grade 6 list (See objectives 1.12 and 1.13.)
3. vocabulary sixth grade or below

C. Directions Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words or phrases giving concise definitions, similar to those found in a dictionary, listed vertically

B. Options correct response: a definition of the underlined word in the stimulus sentence
distractors: the stimulus word with incorrect modifiers

SAMPLE ITEM:

Read the sentence below; then answer question 1.

> **Bob was unconcerned about his test.**

1. In the word unconcerned, the prefix un makes it mean:

*A not concerned.
B concerned again.
C under concerned.
D always concerned.

OBJECTIVE: 1.8

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Select the vocabulary word that BEST completes a sentence.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence containing a blank preceded by a direct question such as: Which word BEST completes the sentence below?

B. Content
1. missing word from the IOX Basic Skills Word List, Grade 5 or 6
2. vocabulary sixth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Options correct response: the word which best fits the stimulus sentence
distractors: other words which fit the stimulus sentence grammatically

---

SAMPLE ITEM:

1. Which word BEST completes the sentence below?

Although he wore a disguise, I would _____ his face if I saw it again.

A learn
B memorize
• **C** recognize
D understand

OBJECTIVE: 1.9

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Select the appropriate definition for a multimeaning word in a sentence.

STIMULUS ATTRIBUTES:

A. Format

Types 1 and 2: a boxed sentence with an underlined word followed by that word's pronunciation guide, four definitions, and a direct question such as: As used in this sentence, the word ( ) BEST fits which definition?

B. Content

Types 1 and 2:
a. stimulus word from the IOX Basic Skills Word List, Grade 6
b. vocabulary sixth grade or below

C. Directions

Types 1 and 2: Read the sentence below; then use the definitions to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1: four definitions of the stimulus word listed vertically

Type 2: four numbers corresponding to definitions listed vertically in ascending or descending order

B. Options

Type 1:
correct response: the definition of the underlined word as it is used in the stimulus sentence
distractors: other definitions of the underlined word

Type 2:
correct response: the number corresponding to the definition of the underlined word as it is used in the stimulus sentence
distractors: numbers corresponding to other definitions of the underlined word

---

SAMPLE ITEM: *Type 1*

Read the sentence below; then use the definitions to answer question 1.

The judge gave the thief a severe sentence.

severe (se vir') 1. very stern; 2. sharp; 3. very plain or simple; 4. difficult

1. As used in this sentence, the word severe BEST fits which definition?

A sharp
B difficult
***C** very stern
D very plain or simple

SAMPLE ITEM: *Type 2*

Read the sentence below; then use the definitions to answer question 2.

The judge gave the thief a severe sentence.

severe (se vir') 1. very stern; 2. sharp; 3. very plain or simple; 4. difficult

2. As used in this sentence, the word severe BEST fits which definition?

A 4
B 3
C 2
***D** 1

OBJECTIVE: 1.10

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Complete analogies using the vocabulary at this instructional level.

STIMULUS ATTRIBUTES:

A. Format a boxed analogy with the last word missing such as: (X) is to (Y) as (W) is to ( ).

B. Content
1. types of analogies:
   a. synonym
   b. antonym
   c. part to whole
   d. item to category
2. stem words from the IOX Basic Skills Word List, Grade 6 or below

C. Directions Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Options correct response: the word that correctly completes the stimulus analogy
distractors: other words which may refer to the first part of the analogy

---

SAMPLE ITEM:

Read the sentence below; then answer question 1.

Smooth is to rough as happy is to _____.

1. Which word completes the analogy?

* **A** sad
B glee
C even
D gentle

OBJECTIVE: 1.11

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Choose the word that rhymes with the phonetic spelling of the unfamiliar word.

STIMULUS ATTRIBUTES:

A. Format a boxed pronunciation key followed by a direct question such as: Which word rhymes with ( )?

B. Content
1. question with an underlined re-spelled word
2. necessary diacritical marks in the pronunciation key

C. Directions Use the pronunciation key below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Content vocabulary sixth grade or below

C. Options correct response: the word that rhymes with the stimulus word
distractors: words with similar spelling or pronunciation as the correct response

---

SAMPLE ITEM:

Use the pronunciation key below to answer question 1.

KEY WORDS			
ă	cat	ī	wipe
ā	ape	oi	soil
ē	me	ō	no
ĕ	pet	ŏ	job
er	father	ū	music
ĭ	tip		

1. **Which word rhymes with kwāk?**

   A quail
   B brick
   *C break
   D quack

OBJECTIVE: 1.12

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Choose the correct meaning for the suffix of a word in a sentence.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with an underlined word followed by an incomplete statement such as: The suffix ( ) means:

B. Content
1. vocabulary sixth grade or below
2. underlined word containing a suffix from the following:

Suffix	Meaning
-er	agent, a person who
-ful	full of, having
-ly	in a certain manner
-ness	state of being
-teen	ten
-y	like, full of
-less	without
-ly	to make; cause to become
-ward	in the direction

C. Directions Read the sentence in the box; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words or groups of words from the IOX Basic Skills Word List, Grade 6 or below, listed vertically

B. Options
correct response: the meaning of the stimulus suffix
distractors:
1. meanings of other suffixes
2. opposites of the stimulus suffix

SAMPLE ITEM:

Read the sentence in the box; then answer question 1.

> **Although it was very cold, the President was hatless.**

1. The suffix less means:

*A without.
B filled with.
C state of being.
D cause to become.

OBJECTIVE: 1.13

GRADE 6: READING **GOAL: WORD RECOGNITION**

SKILL: Choose the correct meaning for the prefix of a word in a sentence.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with an underlined word followed by an incomplete statement such as: The prefix ( ) means:

B. Content
1. vocabulary sixth grade or below
2. underlined word containing a prefix from the following:

Prefix	Meaning
in-	not
un-	lack of, not
non-	not
en-	make; cause to become
pre-	before
dis-	not
ir-	no, not, without
re-	again
mis-	wrong
im-	not

C. Directions Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words or groups of words from the IOX Basic Skills Word List, Grade 6 or below, listed vertically

B. Options
correct response: the meaning of the stimulus prefix
distractors:
1. meanings of other prefixes
2. opposites of the stimulus prefix

SAMPLE ITEM:

Read the sentence below; then answer question 1.

> **He was unable to find his book.**

1. The prefix un means:

*A not.
B away.
C wrong.
D again.

OBJECTIVE: 2.1

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Identify the stated or implied main idea of a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question or an incomplete sentence such as:

Type 1 The main idea of this passage is that:

Type 2 What is the BEST title for this story?

B. Content

Types 1 and 2

a. selection with a maximum of 200 words
b. main idea (central thought) apparent within the selection
c. vocabulary sixth grade or below

C. Directions

Types 1 and 2 Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four sentences listed vertically

Type 2 four titles listed vertically

B. Options

Type 1 correct response: the main idea of the story
distractors: restatements of details from the story

Type 2 correct response: the best title for the story
distractors: titles based on details within the story

Read the passage below; then answer questions 1 and 2.

> **Paul had two big white dogs. Paul had built a doghouse for his dogs in his backyard. He loved his dogs. The dogs always played in the backyard. Sometimes Paul forgot to close the gate, and the dogs would get out of the yard and run in the street. Paul's mother was angry when she had to remind him to close the gate.**
>
> **One day, when Paul came home from school, his mother told him that the dogs were gone. Paul had left the gate open on his way to school in the morning. Paul cried and cried. His dogs had run away. Paul hung his head and walked very slowly into his house.**

SAMPLE ITEM: *Type 1*

1. The main idea of this passage is that:

A children love to take care of dogs.
B mothers must remind their children to do things.
*C children must be responsible if they have pets.
D everyone in the family must help take care of pets.

SAMPLE ITEM: *Type 2*

2. What is the BEST title for this story?

A The Lost Dogs
B Paul Loves Dogs
*C Carelessness Costs
D Mother Helps Paul Remember

OBJECTIVE: 2.2

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Recall details directly stated in a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question calling for why, who, what, where, when, or how information

B. Content
1. selection with a maximum of 200 words
2. specific details relative to why, who, what, where, when, or how included in the selection
3. vocabulary sixth grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, or sentences containing the same type of information as the stimulus question (e.g. why, who, what, where, when, or how) listed vertically

B. Options correct response: the information requested in the stimulus question
distractors:
1. other details stated in the selection
2. details related to the subject, but NOT stated in the selection

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SAMPLE ITEM:

Read the passage below; then answer question 1.

> **Paul had two big white dogs. Paul had built a doghouse for his dogs in his backyard. He loved his dogs. The dogs always played in the backyard. Sometimes Paul forgot to close the gate, and the dogs would get out of the yard and run in the street. Paul's mother was angry when she had to remind him to close the gate.**
>
> **One day, when Paul came home from school, his mother told him that the dogs were gone. Paul had left the gate open on his way to school in the morning. Paul cried and cried. His dogs had run away. Paul hung his head and walked very slowly into his house.**

1. How did Paul's dogs get out of the yard?

*A Paul left the gate open.
B Paul's mother let them out.
C The fence had a hole in it.
D The dogs jumped over the fence.

OBJECTIVE: 2.3

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Recall sequence of events in a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question referring to sequence such as:

Type 1 What happened (FIRST, LAST) in the story?

Type 2 What is the order of events in the story?

B. Content

Types 1 and 2

a. selection with a maximum of 200 words
b. clearly stated sequence of NOT more than eight events presented in chronological order
c. vocabulary sixth grade or below

C. Directions

Types 1 and 2 Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four phrases or sentences listed vertically

Type 2 four sets of events in different random order listed vertically

B. Options

Type 1 correct response: the information requested in the stimulus question
distractors:
1. other events from the selection
2. events NOT in the selection

Type 2 correct response: the sequence requested in the stimulus question
distractors: sets of the same events listed in various orders

---

Read the passage below; then answer questions 1 and 2.

"The seaplane is coming!" Sue shouted. She ran along the shore to the long dock where the women were mending the fish nets. "It's coming! It's coming!" The women quickly laid the nets aside and crowded into their canoes. Children left games under the breadfruit trees, and the old men put down their carving. Soon it seemed the whole island had taken to the boats, and a fleet of canoes raced across the lake.

The wind was brisk. They shouted and joked back and forth as they fought their way across the whitecaps dotting the lake.

SAMPLE ITEM: *Type 1*

1. What happened FIRST in the story?

A Children left their games.
* B Sue saw the seaplane.
C Women left their nets.
D Everyone crowded into canoes.

SAMPLE ITEM: *Type 2*

2. What is the order of events in the story?

A Women left their nets.
Canoes raced across the lake
Sue saw the seaplane.
Children left their games.

* C Sue saw the seaplane.
Women left their nets.
Children left their games.
Canoes raced across the lake.

B Children left their games
Canoes raced across the lake.
Women left their nets.
Sue saw the seaplane.

D Canoes raced across the lake.
Women left their nets.
Sue saw the seaplane.
Children left their games.

OBJECTIVE: 2.4

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Predict a logical outcome after reading a portion of a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question such as: What probably happened NEXT? or What will ( ) probably do after ( )?

B. Content
1. selection with a maximum of 200 words
2. selection with an implied outcome
3. vocabulary sixth grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, or sentences listed vertically

B. Options
correct response: the implied outcome
distractors: responses that are NOT probable outcomes or NOT relevant to the implied outcome

---

SAMPLE ITEM:

Read the passage below; then answer question 1.

> **Sal had her arms full of books as she approached the corner. Just as she turned the corner, Hal came running fast from the opposite direction. He turned the same corner.**

1. What probably happened NEXT?

- ***A** Hal crashed into Sal.
- **B** Hal shook Sal's hand.
- **C** Hal asked Sal for a date.
- **D** Sal asked Hal for another book.

OBJECTIVE: 2.5

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Identify the setting: time and place within a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question such as: When (Where) did ( ) happen?

B. Content
1. selection with a maximum of 200 words
2. stated or implied setting, i.e., time and place in the selection
3. vocabulary sixth grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four phrases or sentences listed vertically

B. Option
correct response: the stated or implied setting requested in the stimulus question
distractors: times (or places) NOT stated or implied in the selection

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SAMPLE ITEM:

Read the passage below; then answer question 1.

> **Tony Adams sat on the bakery steps watching two men put up a poster on a brick building across the street. He was wide-eyed as he watched the great sheets of colored paper unfold.**
>
> **On one half of the poster, Tony saw a picture of a man wearing a red-and-white costume and tall hat. As each part was matched to the next part and pasted down, Tony saw that it was a circus poster.**
>
> **The last sheet of paper was pasted on the building. Tony read that next week the circus would be in town.**

1. Where was Tony in the passage?

A at the circus
B in the bakery
C in a brick building
*D on the bakery steps

OBJECTIVE: 2.6

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Distinguish between fact and opinion in a selection.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question such as: Which statement is an opinion? or Which statement is a fact rather than an opinion?

Type 2 a selection in a box followed by a direct question such as: Which statement is an opinion? or Which statement is a fact rather than an opinion?

B. Content

Types 1 and 2

1. objectively proven facts
2. opinions clued through use of key words such as think, feel, or believe
3. vocabulary sixth grade or below

Type 2 selection with a maximum of 200 words

C. Directions

Type 1 N/A

Type 2 Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Types 1 and 2 four phrases or sentences pertaining to the same subject listed vertically

B. Options

Types 1 and 2

correct response: the sentence containing a fact (an opinion)
distractors: sentences containing opinions (facts)

OBJECTIVE: 2.6 (cont.)

SAMPLE ITEM: ***Type 1***

1. **Which statement is an opinion?**

   A Our football team won ten games last year.
   B Four hundred fifty-one students attend our school.
   • C Our students believe they attend the best school in town.
   D The classrooms in our school were repainted during the summer.

SAMPLE ITEM: ***Type 2***

Read the passage below; then answer question 2.

> **The coach was tough on the players. Sometimes he even yelled at them. He must have wanted each player to be perfect – do the impossible. He probably really hated them for being less than perfect. Anyway, he made them work hard. They had to run five miles after each practice.**

2. **Which statement is a fact rather than an opinion?**

   A The coach was hard on the players.
   • B The players ran five miles after each practice.
   C The coach must have wanted each player to be perfect.
   D The coach probably really hated the players for being less than perfect.

OBJECTIVE: 2.7

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Distinguish between real and unreal actions or events.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question such as: Which is REAL (UNREAL)?

B. Content
1. selection with a maximum of 200 words
2. vocabulary sixth grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four sentences listed vertically

B. Options correct response: a real (unreal) statement from the stimulus selection
distractors: unreal (real) statements from the stimulus selection

---

SAMPLE ITEM:

Read the passage below; then answer question 1.

> **"Kim Corn Cookies" are new cookies on the market. These cookies are tasty and good for you. All of the corn seed is used in the cookies. They are baked by elves.**

1. Which statement is UNREAL?

A The cookies are tasty.
• B The cookies are baked by elves.
C Corn seeds are used in the cookies.
D "Kim Corn Cookies" are new cookies.

OBJECTIVE: 2.8

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Select the word or phrase that best describes the emotion or mood of a character.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question such as: How did ( ) feel at the end (beginning) of the story?

B. Content
1. selection with a maximum of 200 words
2. characters with implied emotions or moods
3. vocabulary sixth grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words or phrases that describe emotions or moods listed vertically

B. Options correct response: the mood or emotion requested in the stimulus question
distractors: emotions or moods NOT depicted by the targeted character(s)

SAMPLE ITEM:

Read the passage below; then answer question 1.

> **Paul had two big white dogs. Paul had built a doghouse for his dogs in his backyard. He loved his dogs. The dogs always played in the backyard. Sometimes Paul forgot to close the gate, and the dogs would get out of the yard and run in the street. Paul's mother was angry when she had to remind him to close the gate.**
>
> **One day, when Paul came home from school, his mother told him that the dogs were gone. Paul had left the gate open on his way to school in the morning. Paul cried and cried. His dogs had run away. Paul hung his head and walked very slowly into his house.**

1. How did Paul feel at the end of the story?

***A** sad
B angry
C loving
D excited

OBJECTIVE: 2.9

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Identify a cause and effect relationship within a given selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question such as: Why did ( ) happen? or Why was ( )?

B. Content
1. selection with a maximum of 200 words
2. stated or implied cause or effect
3. vocabulary sixth grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically

B. Options
correct response: the cause or effect requested in the stimulus question
distractors: items related to the selection but NOT a cause or an effect

---

SAMPLE ITEM:

Read the passage below; then answer question 1.

> **Jack was very sad. His family had to move. They were putting things in boxes. Jack's father had a new job in another city, so they all had to move.**

1. Why was Jack sad?

A The boxes were heavy.
• B He didn't want to move.
C His toys were packed away.
D He was angry at his father and mother.

OBJECTIVE: 2.10

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Select the sentence or phrase which best describes an inference, conclusion, or generalization from a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question requesting an inference, conclusion, or generalization

B. Content
1. selection with a maximum of 200 words
2. stated main idea and supporting details from which an inference, conclusion, or generalization may be drawn
3. vocabulary sixth grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically

B. Options correct response: the inference, conclusion, or generalization from the stimulus selection
distractors: restatements of other details referring to the stimulus selection

---

SAMPLE ITEM:

Read the passage below; then answer question 1.

> **Pollution is one of the most important problems facing people today. Poisons used for killing weeds and insects are getting into our water. Automobile fumes have made the air unhealthy to breathe. Noise is harmful to us, too. Some scientists think that if we do not clean up our surroundings, the people will not be able to live on the earth.**

1. What can we conclude from the passage?

- **A** Human beings will get sick.
- **B** Plants and animals will die.
- **C** People won't be able to hear.
- **D** Insects will take over our homes.

OBJECTIVE: 2.11

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Identify literal meaning of figurative language.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence or selection with an underlined figure of speech preceded by a direct question such as: What does the underlined phrase mean?

B. Content
1. simile: a comparison between essentially unlike things using like or as
2. metaphor: a word or phrase used in place of another to suggest a likeness; implied comparison
3. vocabulary sixth grade or below

C. Directions Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, or sentences listed vertically

B. Options correct response: the meaning for the metaphor or simile in the stimulus
distractors: words, phrases, or sentences NOT probable or relevant to the stimulus

---

SAMPLE ITEMS:

Read the sentence below; then answer question 1.

> After the girl played in the snow, her cheeks were like roses.

1. What does the underlined phrase mean?

- **A** Her cheeks were red.
- **B** Her cheeks were cold.
- **C** Her cheeks were pale.
- **D** Her cheeks smelled sweet.

Read the sentence below; then answer question 2.

> "The hamburgers are on the house," the coach told the team.

2. What does the underlined phrase mean?

- **A** The hamburgers are too high.
- **B** The hamburgers are on the roof.
- **C** The team won't have to pay for the hamburgers.
- **D** The team must eat the hamburgers in the restaurant.

OBJECTIVE: 2.12

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Interpret punctuation marks as clues to meaning.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence followed by a direct question such as: According to the sentence below, which is true?

B. Content
1. internal punctuation limited to commas and quotation marks around speech
2. vocabulary sixth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four sentences relating to the stimulus listed vertically

B. Options correct response: the correct interpretation of the stimulus sentence
distractors: statements related to the stimulus sentence, but with other interpretations

---

SAMPLE ITEM:

1. **According to the sentence below, which is true?**

Jamie yelled, "Will you please help me?"

A Jamie was alone.
B Jamie likes to yell.
* C Jamie asked for help.
D Jamie didn't see anyone nearby.

OBJECTIVE: 2.13

GRADE 6: READING **GOAL: COMPREHENSION**

SKILL: Identify the word(s) to which the pronoun refers.

STIMULUS ATTRIBUTES:

A. Format one or two boxed sentences containing an underlined personal pronoun and its antecedent (referent) preceded by a direct question such as: Which word replaces the underlined word in the sentence below?

B. Content
1. antecedent noun that precedes the noun
2. underlined pronoun the only pronoun in the stimulus sentence or sentences
3. no more than three words between the referent and the pronoun
4. vocabulary sixth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four nouns from the stimulus sentence or sentences listed vertically

B. Options correct response: the word which replaces the pronoun in the stimulus
distractors: other words from the stimulus

SAMPLE ITEM:

1. **Which word replaces the underlined word in the sentence below?**

> **Jill planned to take her dog for a walk in the park.**

- A dog
- • B Jill
- C walk
- D park

OBJECTIVE: 3.1

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Follow written directions.

STIMULUS ATTRIBUTES:

A. Format a boxed set of written directions followed by a statement such as: Choose the answer that looks MOST like yours.

B. Content
1. no more than six steps, each given in a separate sentence
2. may or may not require sequencing
3. completion of all steps necessary
4. vocabulary sixth grade or below

C. Directions Read the information in the box carefully and follow the directions. You may write in your book.

RESPONSE ATTRIBUTES:

A. Format four drawings listed in random order

B. Content graphics and/or pictorial representations as appropriate

C. Options correct response: the drawing that follows the stimulus directions
distractors: incomplete or incorrect drawings from the stimulus directions

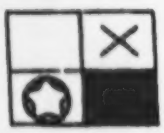
---

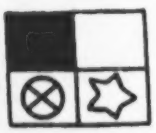
SAMPLE ITEM:

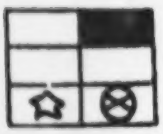
Read the information in the box below and carefully follow the directions. You may write in your book.

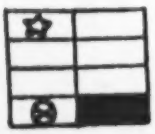
1. Draw a square.
2. Divide that square into fourths.
3. Put a star in the lower right section.
4. Fill in the top left section completely.
5. Draw an "X" through the lower left section.
6. Circle the lower left "X".

1. Choose the answer that looks MOST like yours.

A 

C 

B 

D 

OBJECTIVE: 3.2a

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Locate information using a table of contents, glossary and index.

STIMULUS ATTRIBUTES:

A. Format a boxed portion of a table of contents followed by a direct question requesting information from the table of contents

B. Content
1. maximum of 15 entries (12 chapter headings or story titles, with or without authors, and 3 unit headings).
2. vocabulary sixth grade or below

C. Directions Use the Table of Contents to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four chapter, unit, or story titles or page numbers from the stimulus Table of Contents listed vertically in random order if numeric

B. Options correct response: the information requested in the stimulus question
distractors: other information from the same category as the correct response

---

SAMPLE ITEMS:

Use the Table of Contents to answer questions 1 and 2.

Table of Contents

Art	54
Business	71
Education	38
Law	62
Medicine	69
Movies	81
National	11
People	37
Science	51
Sports	60
Television	45
World	24

1. **On which page would a chapter on schools MOST LIKELY be found?**

   A 71
   B 87
   •C 38
   D 69

2. **Where would information about Africa MOST LIKELY be found?**

   A Art
   •B World
   C Movies
   D Education

OBJECTIVE: 3.2b

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Locate information using a table of contents, glossary and index.

STIMULUS ATTRIBUTES:

A. Format a boxed portion of a glossary followed by a direct question or an incomplete sentence requesting information from the glossary

B. Content

1. glossary with a maximum of 15 entries
2. entry words, respellings, and definitions including some multiple meaning words
3. questions:
   a. number of definitions
   b. number of syllables
   c. definitions
   d. respellings
4. subject matter knowledge NOT necessary
5. vocabulary of definitions sixth grade or below

C. Directions Use the glossary below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four responses limited to a single category listed vertically

B. Options correct response: the information requested in the stimulus question
distractors: responses from the same category as the correct response

OBJECTIVE: 3.2b (cont.)

SAMPLE ITEMS:

Use the glossary below to answer questions 1 through 4.

> ***cof fee*** **(ko' fē). dark-brown drink made from roasted and ground seeds of a tall tropical tree or shrub.**
> ***com pac tor*** **(kom pak'tor). a small machine used to squeeze together by pressure anything that is put into it, especially garbage.**
> ***con tract*** **(kon trakt'). draw together; make or become narrow; shorten; make or become smaller; shrink.**
> ***di ges tion*** **(dī jes' chen). the changing or breaking down of food in the mouth, stomach, and intestines so that the body can use it.**
> ***dis ease*** **(diz ēz'). 1. sickness; illness. 2. any particular illness.**

1. **Another word for <u>contract</u> is:**

   A muscle.
   *** B** shorten.
   C lengthen.
   D together.

2. **The respelling (di jes' chen) is the pronunciation of:**

   A digest.
   *** B** digestion.
   C disease germ.
   D dental caries.

3. **How many syllables are in the word <u>compactor</u>?**

   A 1
   B 2
   *** C** 3
   D 4

4. **How many meanings are given for the word <u>disease</u>?**

   A 1
   *** B** 2
   C 3
   D 4

OBJECTIVE: 3.2c

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Locate information using a table of contents, glossary and index.

STIMULUS ATTRIBUTES:

A. Format a boxed portion of an index followed by a direct question requesting information from the index

B. Content
1. index with a maximum of 15 entries
2. topics, page numbers, and other pertinent topic information

C. Directions Use the index below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four responses (pages, entries, etc.) listed vertically in random order

B. Options correct response: the information requested in the stimulus question
distractors: other information from the same category as the correct response

---

SAMPLE ITEMS:

Use the index below to answer questions 1 and 2.

Index

teeth,	172-266
teepee,	251,255
time,	42,61
tools,	7, 123
vines,	40
violins,	36,38
water:	and fish, 199-250
	in the ground, 267-300
	and plants, 1, 2, 4, 23

1. **Where would information about Indian homes MOST LIKELY be found?**

   A time
   B tools
   C teeth
   • D teepee

2. **On which page or pages would information about ground water MOST LIKELY be found?**

   A 40
   B 172-266
   • C 267-300
   D 199-250

OBJECTIVE: 3.3

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Indicate the correct resource material to locate specific information in a magazine, newspaper, dictionary, encyclopedia, or atlas.

STIMULUS ATTRIBUTES:

A. Format	a direct question giving the topic for research and requiring identification of a resource such as: Where would information about ( ) MOST LIKELY be found?
B. Content	specific information familiar to sixth grade students
C. Directions	N/A

RESPONSE ATTRIBUTES:

A. Format	four resource materials from the skill list listed vertically
B. Options	correct response: the resource material requested in the stimulus question distractors: other resource materials from the skill list

---

SAMPLE ITEM:

1. Where would information about World War II MOST LIKELY be found?

A atlas
B dictionary
C newspaper
***D** encyclopedia

OBJECTIVE: 3.4

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Alphabetize a list of words to the third letter.

STIMULUS ATTRIBUTES:

A. Format	a direct question such as; Which group of words below is in alphabetical order? or a statement such as: Choose the list of words that is in alphabetical order
B. Content	N/A
C. Directions	N/A

RESPONSE ATTRIBUTES:

A. Format	four sets of the same four words all beginning with the same letter (two with the same first two letters) placed in random order
B. Content	words from the IOX Basic Skills Word List, Grade 6 or below
C. Options	correct response: the group of words in alphabetical order distractors: groups of the same words NOT in alphabetical order

---

SAMPLE ITEM:

1. Which group of words below is in alphabetical order?

A	academy absence ache admit	**C**	absence admit academy ache
B	admit academy ache absence	• **D**	absence academy ache admit

OBJECTIVE: 3.5

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Use guide words to locate entry words.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed pair of underlined guide words preceded by a statement such as: Choose the word that would be found on the SAME dictionary page as the underlined guide words

Type 2 a boxed underlined entry word preceded by a statement such as: Choose the dictionary guide words that would be found on the SAME page as the underlined entry word

B. Content

Types 1 and 2 words from the IOX Basic Skills Word List, Grade 6 or below

RESPONSE ATTRIBUTES:

A. Format

Type 1 four entry words beginning with the same letter as the stimulus guide words listed vertically

Type 2 four pairs of guide words beginning with the same first letter as the stimulus entry listed vertically

B. Options

Type 1 correct response: the word located on the same dictionary page as the stimulus guide words
distractors: entry words not located on the same page as the stimulus guide words

Type 2 correct response: the guide words located at the top of the same dictionary page as the stimulus entry word
distractors: other guide words beginning with the same letter

---

SAMPLE ITEM: *Type 1*

1. Choose the word that would be found on the SAME dictionary page as the underlined guide words.

cat — cellar

A car
***B** cedar
C candle
D cigarette

SAMPLE ITEM: *Type 2*

2. Choose the dictionary guide words that would be found on the SAME dictionary page as the underlined entry word.

pencil

A play - pot
B partner - pebble
C pickle - poker
*** D** parrot - people

OBJECTIVE: 3.6a

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Locate information using an encyclopedia and telephone directory.

STIMULUS ATTRIBUTES:

A. Format a picture of a set of encyclopedias followed by a direct question such as:

Type 1 In which volume would information about ( ) MOST LIKELY be found?

Type 2 Which subject would (would NOT) be found in Volume ( )?

B. Directions

Types 1 and 2 Use the picture of the set of encyclopedias to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four volume numbers listed vertically

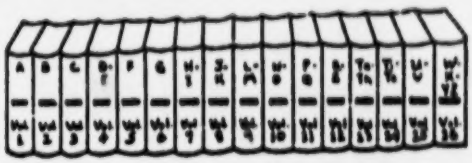
Type 2 four words from the IOX Basic Skills Word List, Grade 6 or below, listed vertically

B. Options

Type 1 correct response: the volume number requested in the stimulus question
distractors: other volume numbers

Type 2 correct response: the subject requested in the stimulus question
distractors: other subjects

Use the picture of a set of encyclopedias to answer questions 1 and 2.



SAMPLE ITEM: *Type 1*

1. In which volume would information about Lyndon Johnson MOST LIKELY be found?

A Vol. 7
* B Vol. 8
C Vol. 9
D Vol. 10

SAMPLE ITEM: *Type 2*

2. Which subject would NOT be found in Volume 4?

A energy
* B bauxite
C diamonds
D dirigibles

OBJECTIVE: 3.6b

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Locate information using an encyclopedia and telephone directory.

STIMULUS ATTRIBUTES:

A. Format	a boxed excerpt from a telephone directory followed by a direct question requesting information from the directory
B. Content	names, addresses, and telephone numbers
C. Directions	Use the telphone directory to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format	four names, numbers, or addresses listed vertically
B. Options	correct response: the information requested in the stimulus question distractors: other information from the same category as the correct response

---

SAMPLE ITEMS:

Use the telephone directory to answer questions 1, 2, and 3.

Jones, A. B. 201 Maple.....	269-8342
Jones, Alice 730 Cameron.....	268-9508
Jones, B. A. 240 Scott.....	753-8422
Jones, Becky Mrs. 66 S. Main.....	372-8141
Jones, Bill 621 Brookside.....	851-4709
Jones, Cecil J. 100 Woods.....	375-1898
Jones, Cecil M. 10 Westwood.....	379-0895
Jones, Dwight 51 Oaklawn.....	371-1234

1. What is the telephone number of B.A. Jones?

   A 269-8342
   B 753-8244
   C 372-8141
   • D 753-8422

2. What is the address of Cecil J. Jones?

   • A 100 Woods
   B 51 Oaklawn
   C 10 Westwood
   D 621 Brookside

3. Who lives at 730 Cameron?

   A Cecil M. Jones
   • B Alice Jones
   C Bill Jones
   D A. B. Jones

OBJECTIVE: 3.7a

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Interpret charts, tables, graphs, diagrams, illustrations and cartoons.

STIMULUS ATTRIBUTES:

A. Format a chart or table followed by a direct question requiring specific information or interpretation

B. Content
1. a maximum of 12 cells with at least two vertical cells and two horizontal cells
2. no mathematical computation required

C. Directions Use the chart (table) below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, names or numbers listed vertically from short to long or in order of increasing magnitude, if numeric

B. Options correct response: the information requested in the stimulus question
distractors: other items of related information from the stimulus chart (table)

SAMPLE ITEMS:

Use the chart below to answer questions 1 and 2.

	Boys	Girls	Total
violin	15	14	29
guitar	9	15	24
clarinet	10	8	18
piano	13	15	28

1. How many girls play clarinet?

- • **A** 8
- **B** 10
- **C** 18
- **D** 28

2. Which instrument is played by a total of 24 students?

- **A** piano
- **B** violin
- • **C** guitar
- **D** clarinet

OBJECTIVE: 3.7b

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Interpret charts, tables, graphs, diagrams, illustrations and cartoons.

STIMULUS ATTRIBUTES:

A. Format a graph followed by a direct question or incomplete sentence requiring specific information or interpretation

B. Content
1. types of graphs
   a. horizontal or vertical bar graph containing up to six bars
   b. pie graph containing up to ten cells
   c. line graph with up to twelve entry points
2. no mathematical computation required

C. Directions Use the graph below to answer question ( ).

RESPONSE ATTRIBUTES:

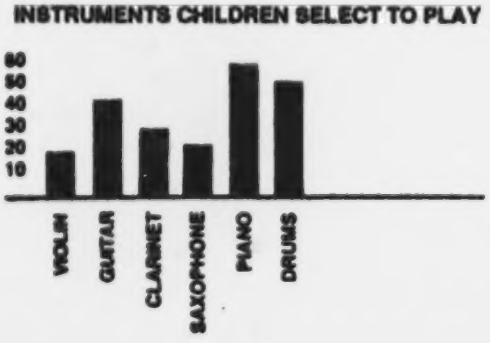
A. Format four words, phrases, names or numbers listed vertically from short to long or in order of increasing magnitude, if numeric

B. Options correct response: the information requested in the stimulus question
distractors: other items of related information from the stimulus graph

---

SAMPLE ITEMS:

Use the bar graph below to answer questions 1 and 2.



1. **The instrument that most children play is the:**

   A drums.
   • B piano.
   C guitar.
   D violin.

2. **The instrument LEAST frequently selected by children to play is the:**

   A piano.
   B guitar.
   • C violin.
   D saxophone.

OBJECTIVE: 3.8

GRADE 6: READING **GOAL: STUDY SKILLS**

SKILL: Outline through main topic, subtopic and details.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed incomplete outline containing one blank, followed by a direct question such as: Which phrase (word) CORRECTLY completes the outline?

Type 2 a boxed outline followed by a direct question such as: Which is a main topic (subtopic, detail) of the outline?

B. Content

Types 1 and 2

a. title
b. maximum of four main topics
c. maximum of three subtopics per main topic
d. maximum of three details in a topic, minimum two details
e. words or phrases from the IOX Basic Skills Word List, Grade 6 or below

C. Directions

Types 1 and 2 Use the outline below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four words or phrases related to the outline, listed vertically from short to long

Type 2 four words or phrases from the outline, listed vertically from short to long

B. Options

Type 1 correct response: the word or phrase which BEST fits the blank in the stimulus outline
distractors: related words or phrases

Type 2 correct response: the word or phrase requested in the stimulus question
distractors: other words or phrases from the stimulus outline

OBJECTIVE: 3.8 (cont.)

SAMPLE ITEM: ***Type 1***

Use the outline below to answer question 1.

Running for Fitness and Fun

I. Introduction
- **A. Why run?**
- **B. What is "run" vs. "jog" vs. "walk?"**

II. Getting started
- **A. Checking with your doctor**
- **B. Setting goals**
- **C. Getting equipment**

III. Planning a training schedule
- **A. How far?**
- **B. _____**

IV. Warm down
- **A. Stretching**
  - **1. Leg stretches**
  - **2. Arm stretches**
  - **3. Neck roll**
- **B. Sitting**

1. Which phrase CORRECTLY completes the outline?

- *** A** How fast?
- **B** Running for fun
- **C** Exercise is hard
- **D** Walking as a choice

SAMPLE ITEM: ***Type 2***

Use the outline below to answer question 2.

Running for Fitness and Fun

I. Introduction
- **A. Why run?**
- **B. What is "run" vs. "jog" vs. "walk"?**

II. Getting started
- **A. Checking with your doctor**
- **B. Setting goals**
- **C. Getting equipment**

III. Planning a training schedule
- **A How far?**
- **B. How fast?**

IV. Warm down
- **A. Stretching**
  - **1 Leg stretches**
  - **2. Arm stretches**
  - **3. Neck stretches**
- **B. Sitting**

2. What is a subtopic of the outline?

- **A** Getting started
- **B** Warm down
- **C** Planning a training schedule
- ***D** Stretching